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ABSTRACT

Prepared by the State Board of Directors for Community Colleges of Arizona, these 1- to 2-page Briefs describe key policies related to the governance and operations of the state's community colleges. The first section focuses on the role of the State Board, presenting policies related to state and local governance; the statutory powers of state and district boards; the organization of State Board meetings and the preparation of meeting agenda and minutes; State Board assignments and appointments; parliamentary procedures used in Board meetings; and the roles of such affiliated organizations as the Arizona Association of District Governing Boards, Arizona Community College Presidents Council, and Arizona Community College Association. The second section focuses on the curriculum and includes policies related to curriculum approval, the certification of state community college teachers, and the Arizona Tech Prep initiative. Next, policies are presented on college facilities development and on college finance, including an overview and a description of procedures for setting tuition and fees. The next section reviews legislative issues, including policies related to the legislative process and a list of legislative terms, while the following section focuses on operations, including policies related to reimbursements of expenditures and ethics training. The final section contains miscellaneous policies related to the Board's rulemaking process, community college residency requirements, and national education data collection. (HAA)

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Board Briefs, State Board of Directors for Arizona Community Colleges

Arizona State Board of Directors for Community Colleges

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STATE BOARD

BOARD BRIEF

GOVERNANCE
STATE & LOCAL

State Board of Directors

Pursuant to A.R.S. §15-1421, the State Board has fifteen members, one from each county, appointed by the Governor and confirmed by the Arizona State Senate. In addition, a representative of the Arizona Board of Regents and the Superintendent of Public Instruction or the superintendent's designee serve as members of the State Board. The designee has the same powers on the Board, including voting powers, as the Superintendent of Public Instruction. The designee serves at the discretion of the Superintendent.

The terms of each member appointed by the Governor is for seven years, to begin and end on the third Monday in January. The office of a State Board member is deemed vacant if the person holding the office ceases to be a resident of the county for which the member was appointed.

The State Board appoints an executive director who is not to be a member of the State Board and selects from its membership a chairman, treasurer and any other officers it deems necessary. The State Board holds not fewer than eight meetings annually.

District Boards

There are ten community college districts in Arizona which are governed by the locally-elected governing board members. The ten community college districts are: Cochise County Community College District, Coconino County Community College District, Graham County Community College District, Maricopa County Community College District, Mohave County Community College District, Navajo County Community College District, Pima County Community College District, Pinal County Community College District, Yavapai County Community College District and Yuma/La Paz Counties Community College District. Four counties (Apache, Gila, Greenlee, Santa Cruz) in the state do not have community college districts within their county boundaries. These counties are provided community college services by one or more of the ten existing college districts.

The district board members are elected as prescribed in A.R.S. §15-1441. The Board of Supervisors establishes five precincts in a community college district for

the election of a district board member from each precinct. The board members are elected to serve six year terms.

Vacancies are filled by appointment by the county school superintendent for the unexpired term for the precinct where the vacancy occurs. If the unexpired term is two years or longer, the county school superintendent may make appointment for a term until the next regular election for district board members or with the approval of the district board, leave the vacancy until the next regular election, so a successor can be elected to serve the unexpired portion of the term.

BOARD BRIEF

STATE BOARD AND DISTRICT BOARD STATUTORY POWERS

State Board	District Boards
General:	
• Enact ordinances for the governance of the colleges under its jurisdiction. (§15-1425.1)	• Visit and examine college management, conditions, and needs. (§15.1444.A.3)
• Set standards for the establishment, development, administration, operation, and accreditation of colleges. (§15-1425.2)	• Maintain colleges at least eight months per year. (§15-1444.A.1)
• Approve intergovernmental agreements for providing service to unorganized counties. (§15-1470)	
• File an Annual Report with the Governor. (§15-1427)	
• Approve petitions to form a district. (§15-1403.C)	
Academic and Student Services:	
• Establish curricula and courses. (§15-1425.6)	• Enforce the courses of study prescribed by the State Board. (§15-1444.A.2)
• Set qualifications for student admission (§15-1425.8., §15-1821)	• Exclude partisan, sectarian, and denominational materials. (§15-1444.A.4)
• Fix student tuition and fees. (§ 15-1424.7., § 15-1425.5)	• Award degrees, certificates, and diplomas. (§15-1444.A.8)
• Approve offerings in unorganized counties. (§15-1470)	• In cooperation with the high schools in the district, prepare plans to deliver vocational education. (§15-1446.A)
• With the State Board of Vocational Education, oversee vocational standards, planning, and funding priorities. (§15-1425.9-14)	• Evaluate vocational education programs every five years, in the manner prescribed by the State Board. (§15-1447)
• Determine open entry, open exit academic classes. (§15-1425.15)	
Personnel:	
• Certify college faculty. (§15-1425.3. and 4)	• Determine salaries, and employ or remove staff when warranted. (§15-1444.A.5,6&7)
	• May participate in district health insurance plans. (§15-1450)

Finance:

- With the Auditor General, establish a uniform accounting system. (§15-1428)
- Contract with any person and establish regulations and limitations for contracting by districts. (§15-1424.4)
- Authorize district General Obligation bond elections. (§15-1465)
- Authorize revenue bonds. (§15-1482)
- Submit estimated number of full-time equivalent students to the economic estimates commission annually. (§15-1425.14)
- Allocate state aid to districts pursuant to law. (§15-1467)
- Accept grants and donations. (§15-1424.J)
- Lease or sell personal property. (§15-1444.A.10)
- Contract, subject to regulations and limitations prescribed by the State Board. (§15-1444.B.3)
- Adopt annual budgets, and direct respective Boards of Supervisors to levy required property taxes. (§15-1461 & 1462)

Facilities:

- Determine location of college campuses. (§15-1424.C)
- Purchase, receive, hold, lease, or sell real property. (§15-1424.C.-D)
- Adopt rules regarding minor construction and repair projects by districts without prior approval of the state board. (§15-1424.B.6)
- Approve major construction, remodeling, and repair projects. (§15-1424.C)
- Approve district rules concerning parking and control of vehicles. (§15-1449)
- Insure college buildings. (§15-1444.A.11)
- Accomplish minor construction or remodeling projects ($50,000 or less - adjusted annually for inflation.) (§15-1444.B.4 and 15-1424.B.6. & K)
- Lease-purchase real property upon authorization of the State Board. (§15-1444.B.2)
- Adopt rules for the control of parking and vehicles, subject to State Board approval. (§15-1449.A)

BOARD BRIEF

STATE BOARD MEETINGS

The State Board of Directors for Community Colleges of Arizona is required by law to have no fewer than eight meetings each calendar year. Nine members of the State Board constitute a quorum for the transaction of business at any State Board meeting. The Chairman, or three (3) members of the Executive Committee, or nine (9) members of the State Board may call a special meeting of the State Board at any time. All meetings of the State Board, except Executive Sessions, are open to the public in accordance with the Open Meeting Law (A.R.S. §38-431).

The Open Meeting Law requires that, " . . . *meetings of the public bodies be conducted openly and that notices and agendas be provided for such meetings which contain such information as is reasonably necessary to inform the public of the matters to be discussed or decided . . .*"

Notices of all meetings including Executive Sessions are given to the members of the State Board and the public. The procedure for giving public notice is a two-step process. The first step is the filing by the State Board of a disclosure statement identifying where public notices of its meetings will be posted. Once the disclosure statement has been filed, the State Board gives notice of each of its meetings by posting a copy of the notice in the State Board Office. Additional notices are given to the community college districts and their public relations officers, news media, business community, members of the legislature, and general public who request to be informed of the meetings.

As a general rule, meetings may not be held without giving the required notice at least twenty-four hours prior. Exceptions are in case of an actual emergency, notice of a meeting where the State Board would consider ratification of a prior act taken in violation of the Open Meeting Law, and in a properly noticed meeting that is recessed and resumed with less than twenty-four hours notice.

Executive Sessions

A.R.S. §38-431.03 contains an exception to the general requirement of the Open Meeting Law that all meetings must be open to the public. This section provides that in seven specific instances a public body may discuss matters in an executive session. An executive session is a meeting of the State Board conducted in private without the public being allowed to attend and listen to the deliberations. An executive session may be convened solely for the purpose of discussing matters, and no final action may be taken.

The seven instances where matters may be discussed in executive session are:

a. **Personnel Matters** - This provision allows for discussion or consideration of employment, assignment, appointment, promotion, demotion, dismissal, salaries, disciplining, resignation or dismissal of a public officer, appointee or employee of the public body;

b. **Confidential Records** - This provision allows for discussion of matters contained in records which are confidential by state or federal law;

c. **Legal Advice** - This provision allows for discussion or consultation for legal advice with the attorney or attorneys of the public body. This is designed to preserve the attorney-client privilege;

d. **Litigation** - This provision allows a public body to give its attorneys instructions on how they should proceed in pending or contemplated litigation. Any settlement agreed upon must be formally approved in a public meeting;

e. **Negotiating Representatives** - This provision allows a public body to consult and discuss with its representatives its position on negotiating salaries or compensation paid in the form of fringe benefits and to instruct its representatives on how they should deal with the employee organizations;

f. **International and Interstate Negotiations** - This provides that a public body may go into executive session for the purpose of discussion or consultation or consideration of international and interstate negotiations.

g. **Purchase or Lease of Real Property** - This provision allows the public body to instruct its representatives on matters concerning negotiations for the purchase or lease of real property. The final contract must be approved by the public body in a public meeting.

h. **Taking Legal Action** - The public body may discuss and consider only the specific matters authorized by the statute. The public body may not take a final vote or make a final decision in executive session but rather reconvene in a public meeting for purposes of taking such vote or making such decisions.

When notice of an executive session is made, it must state the specific provision of law authorizing the executive session. An agenda is also required for an executive session.

Aside from the regular session and the executive session, the State Board also holds study sessions or strategic conversations on specific topics or issues. These meetings follow the same requirements outlined in the Open Meeting Law.

BOARD BRIEF

STATE BOARD AGENDA

In order to conduct its business, the State Board is required by law (Open Meeting Law, A.R.S. §38.431) to provide an agenda with a listing of specific matters to be discussed, considered or decided at the meeting.

Currently, the State Board agenda is composed of the following major categories: Reports, Approval of Minutes, Citizens' Interim, Consent Agenda, Old and New Business in the areas of Curriculum, Facilities, Finance, Legislation, and State Board/State Office Operations.

"Citizens' Interim" is that part of the agenda designated for the members of the public to address the State Board. Unless the public comments relate to an agenda item, Board action is limited to directing staff to study and/or schedule the matter for future consideration.

"Consent Agenda" is a parliamentary tool that allows a number of routine items to be dealt with by a single motion. Items suggested for the Consent Agenda are marked on the agenda (shaded). Any member of the State Board can pull any item off the Consent Agenda for individual discussion and action. After members have had the opportunity to remove items from the Consent Agenda, the remaining items are approved by a single action of the Board.

Pursuant to Article V of the State Board Bylaws, an agenda of each State Board meeting shall be developed by the Chairman and the Executive Director of the State Board. Any member may submit an item or items to the Chairman for placement on the agenda.

Agenda packets are mailed to each member of the State Board, District Governing Board Chairs, President/Chancellor of each community college and members of the general public.

If the State Board finds it necessary to change an agenda by modifying the listed matters or adding new ones, a new agenda must be prepared and posted at least twenty-four hours in advance of the meeting (A.R.S. §38-431.02.C).

BOARD BRIEF

STATE BOARD MEETING MINUTES

The State Board of Directors for Community Colleges of Arizona is required by the Open Meeting Law (A.R.S. §38-431.01.B-D) to provide for the taking of written minutes or a recording of all meetings, including executive sessions. The minutes include but are not limited to the date, time and place of the meeting; members of the State Board recorded as either present or absent; a general description of the matters considered; an accurate description of all legal actions proposed, discussed or taken, and the names of members who propose each motion. The minutes also include the names of the persons making statements or presenting material to the State Board and a reference to the legal action to which the statement or presentation relates.

The minutes or the recording of a public meeting must be available for public inspection within three (3) days after the meeting.

Minutes of Executive Sessions

The minutes of executive sessions contain the date, time and place of the meeting; the members of the State Board recorded as either present or absent; a general description of the matters considered; and such other information as the State Board deems appropriate.

Executive session minutes and discussions are confidential and may not be disclosed to anyone except the following: any member of the State Board which met in executive session, including members who did not attend the executive session; any officer, appointee or employee who was the subject of discussion; staff personnel to the extent necessary for them to perform their responsibility to prepare and maintain the minutes of the meeting; the attorney of the State Board to the extent necessary for the attorney to represent the State Board; the Auditor General in connection with the lawful performance of his duty to conduct a financial or performance audit as provided by law; the court for purposes of a confidential inspection by the court; and the Attorney General.

All persons attending an executive session or obtaining access to executive session minutes or information are admonished that such minutes and information are confidential.

BOARD BRIEF

STATE BOARD ASSIGNMENTS/APPOINTMENTS

At the beginning of each calendar year, the State Board appoints and assigns its members to various activities. The following are the appointments and assignments for each calendar year

Joint Conference Committee with the Arizona Board of Regents

Requirement: State Board Bylaws, Article III, Section 3, requires the State Board to appoint three members and to have the chairman serve as an ex-officio member of the Committee.

Private Enterprise Review Board

Requirement: A.R.S. §41-2754, calls for a member of the State Board to be appointed to the Private Enterprise Review Board for a two-year term. This Board evaluates and reviews opportunities for state government to contract with the private sector for services in the public interest.

Representative to the State Board of Education

Requirement: A.R.S. §15-201, states the State Board of Education membership shall include a member of the State Board to be appointed by the Governor.

Representative to the Arizona Drug and Gang Policy Council

Requirement: A.R.S. §41-617, establishes this council to include a member of the State Board who is to be appointed by the Chairman of the State Board. The objective of the council is to foster cooperation among all state and local governmental entities, neighborhood groups, community organizations and private groups to ensure the optimal delivery of educational, treatment and prevention programs that will reduce the incidences of substance abuse or participation in criminal street gangs and drugs.

State Board Legislative Chair

This position provides for an appointed State Board member to speak in the absence of the State Board Chair on matters involving legislation. In addition, the legislative chair provides direction to the Executive Director and appropriate State Board staff member regarding legislative strategies.

Liaison to the Arizona Association of District Governing Boards

The purpose of this liaison is to provide information and maintain effective communication between the State Board and the Arizona Association of District Governing Boards.

Arizona Education Conference Commission

This commission formerly known as the "Quad Board" meets to discuss matters of mutual interest to the Arizona Board of Regents, State Board of Education/Vocational & Technological Education, Arizona Commission for Postsecondary Education, and the State Board of Directors for Community Colleges.

Governor's Strategic Partnership for Economic Development (GSPED)

The mission of GSPED is to provide leadership in promoting a vital cycle of economic growth that improves the standard of living and quality of life for all Arizona residents. The framework for GSPED was organized around economic clusters and economic foundations.

Steering Committee--Study on the Future of Arizona's Community Colleges

The State Board adopted a plan for a study on the future of Arizona's community colleges proposed by the Executive Director. Four members of the State Board are to serve on the steering committee for this study.

BOARD BRIEF

PARLIAMENTARY PROCEDURE
CONDUCT OF MEETINGS

The goals of properly conducted meetings are:

- To allow the Board to accomplish its stewardship responsibilities
- To abide by the open meeting law, customary practices regulating meeting procedure and basic common sense
- To permit a reasonable opportunity for consideration of all issues including minority views
- To demonstrate open responsiveness to citizens and the entire college family in an orderly manner
- To display the competence of the Chairperson, the Board members, and the Chief Executive Officer in their respective roles and relationships
- To start on time, expedite business and adjourn in a business-like manner

The goals of using parliamentary procedure are:

- To display confidence as an effective participant in meetings
- To properly use essential parliamentary skills as a member or Chairperson

Using Parliamentary Procedure

Obtaining the Floor:
- Member
- Non-Member (citizen)

Stating a Motion: "I move that . . ."

Amending a Motion: "I move that we amend the motion by (adding, striking out, inserting) the words _____."

Amending an Amendment to a Motion Made : "I move that we amend the amendment by (adding, striking out, inserting) the words _____."

A Motion is "Out of Order":
- When declared by Chair
- When out of precedence/rank order

Disposing of a Motion:

- Modify or delay action
- Call for immediate vote
- Withdrawn

Proper Use of the Gavel:

- One tap
- Two taps
- Three taps

Member Correcting the Chair:

- Rise to a point of order
- Appeal from the decision of the Chair

Member Securing Information or Advice on Proper Parliamentary Procedure During a Meeting:

- Raise a question of privilege
- Parliamentary inquiry

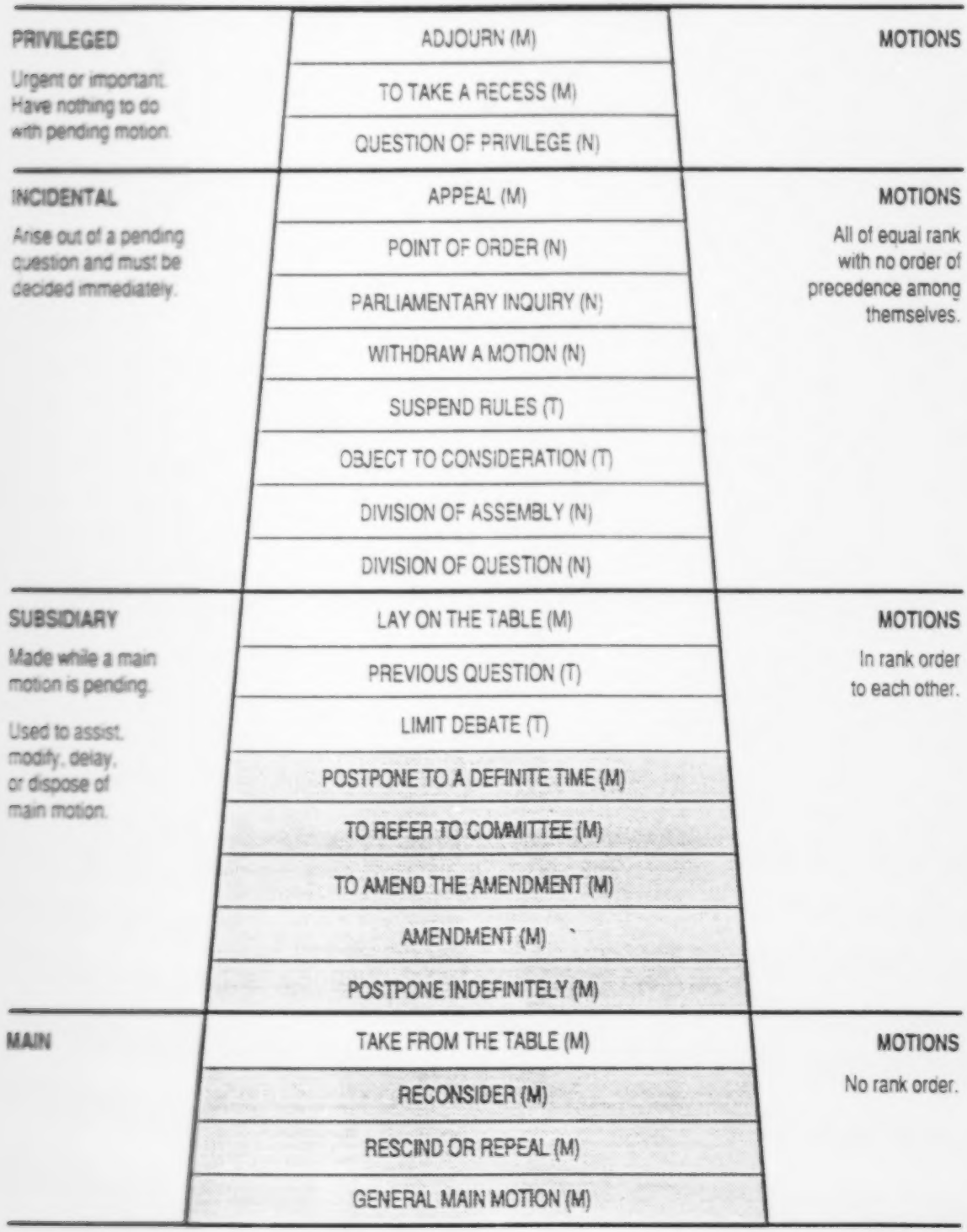
Withdrawing or Informally Altering a Motion:

- Property of mover
- Property of group

Difference Between a "Motion" and the "Question":

- Becomes motion when stated by member
- Becomes question when restated by Chair and placed on the floor

DIAGRAM OF PARLIAMENTARY MOTIONS


PRIVILEGED
Urgent or important. Have nothing to do with pending motion.
ADJOURN (M)
TO TAKE A RECESS (M)
QUESTION OF PRIVILEGE (N)
MOTIONS
INCIDENTAL
Arise out of a pending question and must be decided immediately.
APPEAL (M)
POINT OF ORDER (N)
PARLIAMENTARY INQUIRY (N)
WITHDRAW A MOTION (N)
SUSPEND RULES (T)
OBJECT TO CONSIDERATION (T)
DIVISION OF ASSEMBLY (N)
DIVISION OF QUESTION (N)
MOTIONS
All of equal rank with no order of precedence among themselves.
SUBSIDIARY
Made while a main motion is pending.
Used to assist, modify, delay, or dispose of main motion.
LAY ON THE TABLE (M)
PREVIOUS QUESTION (T)
LIMIT DEBATE (T)
POSTPONE TO A DEFINITE TIME (M)
TO REFER TO COMMITTEE (M)
TO AMEND THE AMENDMENT (M)
AMENDMENT (M)
POSTPONE INDEFINITELY (M)
MOTIONS
In rank order to each other.
MAIN
TAKE FROM THE TABLE (M)
RECONSIDER (M)
RESCIND OR REPEAL (M)
GENERAL MAIN MOTION (M)
MOTIONS
No rank order.

WHITE SPACE = UNDEBATABLE MOTIONS
LIGHT GRAY SPACE = DEBATABLE UNDER CERTAIN CONDITIONS
DARK GRAY SPACE = DEBATABLE MOTIONS

VOTE REQUIRED - (M) MAJORITY
(T) TWO-THIRDS
(N) NO VOTE

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BOARD BRIEF

OTHER AFFILIATED ARIZONA COMMUNITY COLLEGE ORGANIZATIONS

ARIZONA ASSOCIATION OF DISTRICT GOVERNING BOARDS (AADGB)

What is the AADGB?

- A membership organization open to all community college district governing boards.
- An organization designed to facilitate communication with other individuals, groups and institutions within the field of education.
- An organization that, along with the Arizona Community College Presidents' Council (ACCPC), represents state-funded community college districts located throughout Arizona through the umbrella organization, Arizona Community College Association (ACCA).
- An organization financed and sustained by dues from member boards.

Why does the AADGB exist?

- To provide a common voice on issues affecting community colleges in Arizona.
- To provide a forum for exchange of information.
- To provide advocacy on issues being discussed in the state legislature.
- To foster member skills through in-service activities.
- To coordinate public relations and positive community support for the community college system.
- To support trustee concerns at the national level.

ARIZONA COMMUNITY COLLEGE PRESIDENTS' COUNCIL (ACCPC)

The Arizona Community College Presidents' Council consists of the ten community college districts' chief executive officers, Maricopa community college presidents, and Pima community college campus presidents.

ARIZONA COMMUNITY COLLEGE ASSOCIATION (ACCA)

In 1987 an umbrella organization for the AADGB and ACCPC was formed and called the Arizona Community College Association (ACCA). This organization provides for staff and coordination between the two independent groups.

Source: Pat Hill, ACCA

CURRICULUM

BOARD BRIEF

CURRICULUM APPROVAL

Curriculum approval is one of the more significant statutory responsibilities of the State Board. A.R.S. §15-1425 states, in pertinent part:

> *The State Board shall: . . .*
> *6. Establish curriculum and designate courses at the several institutions which in its judgment will best serve the interests of this state.*

State Board rules R7-1-701 and R7-1-702 (both newly revised), as well as SP7-601 through SP7-607, provide rules and procedures for the implementation of this statute.

A. PROCEDURE FOR SUBMITTING CURRICULUM TO THE STATE BOARD FOR APPROVAL

1. Intent to Develop a New Curriculum

A community college district notifies the State Board staff of its intent to consider the development of a new curriculum.

2. "Early Alert" Issued

Prior to the tenth day of each month, the State Board staff issues an "Early Alert" to all districts for the purpose of providing up-front information on possible new program development.

3. Response by Other Districts

Any district having concern with a proposed new program expresses that concern to the originating district and the State Board staff.

4. District Requests Curriculum Approval

A district submits a curriculum approval request to the State Board staff, documenting that the curriculum review criteria in subsection (C) have been satisfied.

5. Final Alert Issued

The State Board staff issues a "Final Alert" to notify all districts of the pending requests for curriculum approval at least 30 days prior to the date to be considered by the State Board.

6. **Consideration for Approval**

The State Board staff reviews each request for compliance and addresses any concerns expressed by staff members or other districts. State Board approval is based upon satisfactory application of review criteria (subsection C) and impact upon other districts.

B. GENERAL PROGRAM AND COURSE STANDARDS

R7-1-701 establishes State Board curricular standards and requires each community college to implement them in offering a program that meets the educational needs of the population that it serves.

Community college districts designate credit and non-credit courses and shall maintain documentation of compliance with the following purposes and requirements for review by the State Board staff or the auditor general.

1. **Courses Offered for Credit Shall Satisfy One or More of the Purposes under Section (C) (1).**

   a. Qualify students for certificate or degree.
   b. Be acceptable for transfer.
   c. Provide skills for entry level jobs.
   d. Improve job skills and prepare students for employment promotion.
   e. Provide skills for advancement in college.
   f. Meet other needs in the community.

2. **Courses Offered for Credit Must Satisfy Each of the Following Requirements Set Forth in Section (C) (2).**

   a. Course integrity and rigor must meet standards adopted by District Governing Board and approved by State Board.
   b. Formal syllabus must be on file.
   c. Students must be evaluated and given a grade.
   d. Certificated faculty
   e. Credits awarded must be based upon district policy approved by State Board.
   f. Students shall have achieved prerequisite competencies specified.
   g. Course developed in accordance with the district's formal curriculum review procedure.
   h. Course shall have an evaluation component.

BOARD BRIEF

ARIZONA COMMUNITY COLLEGE TEACHER CERTIFICATION

The State Board of Directors for Community Colleges of Arizona recognizes that superior teaching is the primary objective of a community college faculty. Accordingly, it has established statewide certification standards, pursuant to A.R.S. §15-1425.4.

There are five types of Community College teaching certificates that may be issued:

- **Regular Certificate** -This certificate is permanent unless revoked. This certificate is issued upon completion of all requirements including the Arizona Community College Course.

- **Provisional Certificate** -This certificate is valid for two years and is non-renewable. This certificate may be issued if the individual meets the requirements of the Regular Certificate but does not meet the Arizona Community College Course requirement.

- **Special Certificate** -This certificate is valid for two years and may be renewed for a six year period by completing the Community College course or an orientation course. It enables teachers to teach fewer than twelve credits per semester. It may be granted to teach twelve or more credits per semester, if such permission is requested by the CEO or CAO of the college or college district.

- **District Specific Certificate** -This certificate is valid for two years and may be renewed for a six year period by completing the Community College course or an orientation course. A community college district may request in writing certification for a person who cannot meet certification requirements in the desired teaching discipline but who has acquired the knowledge and skills to instruct through experience or alternative educational experience.

- **Internship** -This certificate is valid for six months. It requires the completion of the Community College course.

The Community College Course addresses the following competencies: a) History of the Community College; b) Philosophy/Mission/Purpose of the Community College; c) Governance and Organizational Structure of the Arizona Community Colleges; d) Current Community College Issues; e) Student Characteristics and Student Services; f) Financing Arizona Community Colleges; g) Teaching, Learning, and Assessment; h) Curriculum; i) Community College Faculty Roles.

Degrees or credits shall be earned and received from an institution accredited by one of the Regional Accrediting Associations. However, degrees and credits earned from a foreign institution shall be evaluated for equivalency to credits earned in an accredited institution on the basis of an analysis provided by a Foreign Transcript Evaluation Agency.

An Arizona Community College teaching certificate does not guarantee a faculty position for any person at an Arizona Community College. The certificate does indicate that a person has met the minimum requirements set by the State Board of Directors for Community Colleges of Arizona for teaching in a particular discipline.

The following is the Certification Fee Schedule effective July 1, 1995 as established by the State Board.

Types of Certificates	Fees
Regular Certificate	$65
Provisional Certificate	$25
Special Certificate	$30
District Specific Certificate	$30
Internship Certificate	$10

BOARD BRIEF

TECH PREP

The Arizona Tech Prep initiative began in 1991 in response to the 1990 Carl Perkins Vocational and Applied Technology Act. There are now 12 Tech Prep consortia that include all community colleges and most high schools in Arizona.

This educational reform effort has been one of the most successful at creating school and business partnerships. It encourages links between secondary and postsecondary institutions through a jointly designed coordinated sequence of instruction.

Tech Prep emphasizes integration of ACADEMIC SKILLS (math, science and communications) with occupational program areas.

Tech Prep Programs

- motivate students and teachers
- make academics more relevant to students
- teach essential competencies without duplication
- provide ability to transfer skills as technology changes

Characteristics of Successful Programs

- **New and Creative Partnerships** - are designed and maintained between education and business; secondary and postsecondary institutions; and academic and technical faculty.

- **Articulation** - is a planned process that enables students to acquire higher levels of skill training and link educational systems so that students can make a smooth transition from one level to another without delay, duplication of courses, or loss of credit.

- **Curriculum Restructuring** - is possible because more high school students have a reason to complete their rigorous and relevant education; postsecondary institutions can raise the level of their competencies also, to provide sophisticated technical programs--curriculum modifications are made at both levels.

- **Guidance Counselors** - play a vital role in the success of Tech Prep because they educate students about career options and programs that meet their interests and needs.

State Board of Directors for Community Colleges of Arizona

- **Integration** - provides sound academic competencies, while obtaining a quality technical education.

- **Work Based Learning** - with experiences such as shadowing, mentoring, cooperative learning, internships, summer programs and apprenticeships are an integral part of Tech Prep through partnerships with business and industry.
- **Learning Styles** - provide opportunities that take the student from (1) concrete to abstract, (2) specific to general, (3) practice to theory, and (4) familiar to unfamiliar. A careful balance of head and hand skills incorporates all of these concepts and makes learning understandable and achievable.

Benefits of Tech Prep

- Tech Prep programs are designed to provide students with higher levels of academic and technical skills.

- Tech Prep encourages students to continue their education as technological innovations occur at increasing rates.

- Tech Prep makes provision for students completing the program to extend their education to the baccalaureate level and beyond.

- Tech Prep helps students focus on the importance of a sound educational program through commitment to a program designed with a nonduplicative sequence of competencies.

- Tech Prep diminishes traditional lines between academic and vocational/occupational instruction.

FACILITIES

BOARD BRIEF

COMMUNITY COLLEGE FACILITIES DEVELOPMENT

Dating back to the origins of the state community college system in the early 1960s, the enabling legislation specified that the State Board of Directors for Community Colleges would hold title to all community college real property.

State ownership of the campus facilities carried with it a responsibility for the state to provide state funds for the initial construction of campuses and for their continued maintenance.

The State Board's primary responsibility is specified in A.R.S. §15-1424 C, wherein it states that the board shall determine where community colleges shall be located, and it empowers the Board to "*... purchase, receive, hold, make and take leases of and sell real property for the benefit of this state and for the use of the community colleges under its jurisdiction.*"

In the early development of the community college system, the State Board's role in overseeing the planned and orderly growth of college campuses under its jurisdiction, was a very significant responsibility. The Board contracted with local architects and engineers to serve as its advisor concerning the review and approval of all proposed facilities and acquisitions. This group is known as the **Facilities Advisory Council (FAC)**, and it has functioned continuously since 1962.

The first step in the facilities review process begins with the State Board's review and approval of a district's proposed **Concept,** wherein the district describes the need for such a project, its location within the campus master plan, and the estimated cost. If the Board approves the **Concept Phase** presentation, the project is referred to the Facilities Advisory Council (FAC), for further review.

The FAC conducts three plan reviews: Schematic Design, Design Development, and, Construction/Bid Documents. The State Board is not involved in the FAC review process until the Construction/Bid Documents Phase. The FAC reviews the final plans, specifications, and cost estimates, and forwards its recommendation to the State Board. Typically, the recommendation is to approve the final plans and allow the project to proceed to public bid, and authorization for the district to award the construction contract. If the Board concurs, the review process is complete.

State Board of Directors for Community Colleges of Arizona

FINANCE

BOARD BRIEF

OVERVIEW OF COMMUNITY COLLEGE FINANCE

SOURCE OF FUNDS

The major sources of funds in support of operating community colleges are:

Primary Tax Levy
Formula State Aid
Equalization Aid
Tuition & Fees
Cash Balances

How are these sources of revenue determined?

Primary tax levies are limited by the Arizona Constitution. The amount of revenue raised each year can increase by 2% over the preceding year, plus the amount raised by taxing new construction added to the tax roles.

Formula state aid for operations is specified by law. It is calculated by taking the prior year's appropriation for each district and adjusting it for the growth in full-time-equivalent students for the two most recent audited fiscal periods.

Equalization aid is distinct and separate from formula state aid, and is paid to districts (four currently) that do not have enough assessed valuation to support a community college district. The minimum assessed value currently required to form a community college district is $539.5 million. Districts with less than that amount qualify for equalization.

Tuition/registration fees, and all other charges to students, are set by the state board, based upon the recommendation of local boards.

Cash balances carried forward each year, represent the excess of income over expenditures to that point in time. They are derived primarily from residual tuition and fee revenues.

DISPOSITION OF FUNDS

The amount of funds expended by community colleges is limited by the Arizona Constitution. The limitation, as calculated by the Arizona Department of Revenue-Economic Estimates Commission, is based upon expenditure levels in 1979-80, and is adjusted by the cumulative effects of enrollment growth and inflation, compounded to the current year.

BOARD BRIEF

SETTING TUITION AND FEES FOR COMMUNITY COLLEGES

Pursuant to the Constitution of the State of Arizona, Article XI, Education, the legislature is empowered to enact laws for the establishment and maintenance of a public school system, which includes the state community colleges and universities.

Article XI, Section 6, states: *"The university and all other State educational institutions shall be open to both sexes, and the instruction furnished shall be as nearly free as possible."* (emphasis added).

The State Board's authority to set tuition and fees for state community colleges is found in A.R.S. §15-1425, 5. The language of subsection 5, is exactly the same as stated for the Board of Regents concerning the setting of tuition and fees.

While governance of the university system is entirely vested in the Board of Regents, community colleges were established with a shared governance system: state oversight and broad policy making vested in the State Board, and, operational oversight of community colleges vested in a locally-elected governing board (five members).

The most obvious reason for vesting the responsibility for setting community college tuition in the State Board relates to the concept of shared governance: check and balance. The State Board's role in setting tuition and fees is one of balancing the financial needs of districts with the constitutional provision that states: *"... the instruction furnished shall be as nearly free as possible."*

Another important reason has to do with revenue bonds. Dating to its inception in the early 1960's, the State Board was empowered by the legislature to authorize, issue, and sell, revenue bonds for the benefit of community colleges. Bond covenants hold the State Board responsible for the retirement of the bonds. In addition, all tuition and fee revenue is pledged to the retirement of the revenue bonds as a first priority. The legislature clearly intended that the State Board's authority to sell revenue bonds, and to retire those bonds, be absolute and uncompromised. Bond ratings are enhanced by this relationship and the implication that the bonds are backed by the full faith and credit of the State; however, bond covenants clearly state that the debt is not a debt of the state. In fact, the state is prohibited by constitution from indebting itself more than $350,000 (Article IX, Sec. 5).

LEGISLATIVE

BOARD BRIEF

LEGISLATIVE PROCESS

The following is a brief description of the legislative process from start to finish. While this explanation presents the legislation originating in the House of Representatives, bills introduced in the Senate substantially follow the same process.

A bill is introduced in the House by a member or a group of members after being written in proper form by the legislative council. The bill is assigned a number, First Read and referred by the Speaker to appropriate standing committees and to the Chief Clerk for printing and distribution.

Standing committees consider the bill (may include hearings, expert testimony, statements from the general public). The committees report recommendations to the entire House. The committee on Rules determines if the bill is constitutional and in proper form. The Rules committee places the bill on the active calendar and the Speaker sets the order in which the bills will be considered.

The bill goes to the Committee of the Whole (COW), which is an informal session of the entire House membership acting as one committee. The membership debates, amends and recommends the bills on the calendar.

A Third Reading or roll call vote is taken. Every member present must vote and no member may vote for another member. If the bill is approved by the House, the bill goes on to the Senate.

The House bill is First Read in the Senate and held over for one day. The President of the Senate refers (Second Reading) to the appropriate standing committees. The committees consider the bill (may include hearings, expert testimony, statements from the general public). The committees report recommendations to the entire Senate.

The committee on Rules' agenda becomes the calendar for the Committee of the Whole and after 5 days the President designates which bills are to be placed on the active calendar of the Committee of the Whole. The Committee of the Whole debates, amends and recommends the bills on the calendar.

A Third Reading is called where each Senator present must vote on the bill. If passed by the Senate, the bill sent back to the House. If the bill is identical to the bill originally passed by the House, the bill goes to the Governor for action. If the bill comes back to the House in a different form (amended either by addition or

deletion of material), the bill may be accepted in new form and sent to the Governor or may be rejected and sent to a conference committee.

A conference committee is made up of House members appointed by the Speaker and Senators appointed by the President--each with their own idea of how the bill should be approved. The conference committee attempts to settle differences on the new language or deletion of language. If the members agree on a compromise then a conference committee report is sent back to each house for adoption and after final passage, the bill is sent to the Governor. If no compromise is reached, the bill dies for lack of support.

The Governor may veto a bill, but must return the bill to the legislature stating the reasons for the veto. The House and Senate may override the Governor's veto by a two-thirds vote. The Governor may sign the bill or the bill may become law without the Governor's signature if no action is taken during the next five days (or ten days after adjournment). The bill becomes law as part of the Arizona Revised Statutes.

List of legislative terms

adjournment --termination or closing of a session of the legislature or committee until another set time for meeting

adjournment sine die--final adjournment of legislative body

agenda--list of action or bills to be considered by standing committees

appropriation--money allocated by the legislature to various departments or agencies

bills passed by the legislature and signed by the Governor become law as follows:

with emergency clause--date Governor signs

with effective date--date given in the bill providing it is at least 90 days after adjournment

without emergency clause or effective date--automatically 90 days after adjournment

caucus--an informal meeting of a group of members, usually of same political party, to discuss policy or legislation

chief clerk--chief administrative officer of the House of Representatives

emergency clause--statement added to legislation which declares necessity of immediate enactment which requires two-thirds vote by each house and becomes law immediately upon Governor's signature

engrossed bill--version of bill which includes all amendments attached to original measure

President--presiding officer of the Senate elected by Senate members

Speaker--presiding officer of House of Representatives elected by House members

Veto--the action of the Governor in disapproving of a legislative measure (bill)

OPERATIONS

BOARD BRIEF

REIMBURSEMENT OF EXPENDITURES

A.R.S. §38.621 provides that every public officer, deputy or employee of the state, or of any department, institution or agency thereof, and a member of any board, commission or other agency of the state when traveling on necessary public business away from his designated post of duty and when issued a proper travel order shall be eligible to receive travel expenses.

The designated post of duty of members of boards, commissions, authorities, councils, and committees who are not full-time employees of the agency served by the board, commission, authority, council or committee shall be deemed to be their place of residence.

Meal Reimbursement

To be eligible for reimbursement, a Board member must be in authorized travel status further than 35 miles from his/her designated post of duty.

For travel that is less than a full 24 hours, the individual meal allowances are as follows:

Breakfast	$ 5.50
Lunch	$ 6.00
Dinner	$15.50
	$27.00

Note: It is important to report clock time of arrival and departure from authorized business to determine meal reimbursement.

A Board member is not entitled to a meal allowance for meals provided free at a state institution, on an airplane, included in conference registration fees, included by a lodging establishment, or otherwise provided at no expense to the Board member. When eggs and/or meat are available as part of breakfast furnished, the meal is not reimbursable.

Lodging Reimbursement

The following is the lodging index allowed by the State of Arizona:

In-state:	Phoenix/Scottsdale	October 1 - May 14	$96.00
		May 15 -September 30	$62.00

(For other Arizona towns and cities, please see State Board staff.)

Note: Original hotel receipts must be submitted for lodging reimbursement.

Mileage Reimbursement

Mileage reimbursement rate for privately owned motor vehicles is 30.0 ¢ per mile.

Telephone - Business Calls

In-state: Outside Phoenix, dial State WATTS line **1-800-352-8400**
Inside Phoenix, dial **542-1282**

State name, the State Community College Board, and the number being called.

Salary

Each Board member is entitled to $30.00 per day salary while on State Board business.

BOARD BRIEF

ETHICS TRAINING

State law (S.B. 1437) has been amended to read that those employees and volunteers who have not had their initial ethics training are still required to obtain that training. New employees are to have their ethics training within **six months** of initial hire. Employees thereafter will receive, from the Arizona Department of Administration (ADOA), updates to the Ethics Law. These updates will be in writing. Attendees should plan to be on time and stay for the entire class (4 hours). It is ADOA's policy that late arrivals will have to re-enroll for another session, as late arrivals or those leaving early cannot satisfy the requirements of the law.

The facilitator will provide group discussion that identifies sources of pressure and constraints within the "public sector" organizational setting. You will examine the principles, values and ethical issues that directly impact public managers and their frequent role conflicts.

PLEASE CALL MARY JO SAIZ at (602) 255-4037 TO SCHEDULE YOUR ETHICS TRAINING CLASS.

MISCELLANEOUS

BOARD BRIEF

UNDERSTANDING THE RULEMAKING PROCESS

The State Board's authority to adopt rules and standards/ordinances, is specified in A.R.S. §15-1425, 1 & 2, which states: *"The state board shall: 1. Enact ordinances for the government of the institutions under its jurisdiction. 2. Set standards for the establishment, development, administration, operation, and accreditation of community colleges."*

Procedurally, the State Board establishes Standards & Procedures (SPs) by drafting the proposed language of the SP, and then scheduling a first reading at any regular State Board meeting, followed by formal adoption at the next regular State Board meeting (usually within 30 days).

The adoption of an SP is a relatively simple and quick process, however, its application is limited to policy matters that impact the administration of community colleges, and, the internal management of the agency.

The formal rulemaking process, which was established legislatively by the enactment of the Administrative Procedures Act of 1986, is very complex and it can take from six months to one year to complete the process.

The following is an overview of the steps involved in filing a proposed rule, amendment, or recision, with the Secretary of State's Office; and, the second stage--submitting the adopted rule to the Attorney General's Office for certification.
Note- *Adopted rules become effective upon certification by the Attorney General and his formal notification of the Secretary of State's Office.*

Stage One- Steps in Filing Proposed Rule with Secretary of State (SOS)

- Need for a new rule, amendment, or recision, is identified by staff or the State Board.
- ***Notice of Docket Opening*** is filed with the SOS. This notice is published in the SOS's Official Register, which gives notice to the public that the Board intends to consider a new rule, amendment, or recision.
- ***Notice of Proposed Rulemaking*** is filed with the SOS, once the language of the rule has been finalized, and the public hearing date, time, and place has been determined. The text of the rule is published by the SOS in the Register.
- ***Notice of Final Rulemaking*** is filed with the SOS, after the State Board adopts the rule at the advertised public meeting and formally closes the record.

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Stage Two- Steps in Submitting the Adopted Rule to the Attorney General's Office for Certification of the Rule (Must be done within 120 days of adoption of the rule).

The following is a list of the information required by the Attorney General in considering the rule for certification.

- Notice of Docket Opening
- Notice of Rulemaking- *Public hearing cannot be held for at least 7 weeks*
- Notice of Final Rulemaking- *Includes full text of the Rule as adopted*
- Concise Explanatory Statement- *Explains need for the rule*
- Economic, Small Business and Consumer Impact Statement-*Requires a detailed cost estimate*

The Attorney General's Office has sixty (60) days to review the rule and either certify it, or, return the rule to the agency with noted deficiencies. If "substantive" changes are required by the Attorney General, the revised rule must be resubmitted to the Secretary of State's Office, and the process must be repeated beginning with the filing and publication of the Notice of Rulemaking. If changes are not substantive in nature, they can be effected administratively, and the rule can be resubmitted to the Attorney General.

BOARD BRIEF

ARIZONA COMMUNITY COLLEGE RESIDENCY REQUIREMENTS

Pursuant to A.R.S. §15-1802, a person is not entitled to classification as an in-state student until he/she is domiciled in this state for one year. "Domicile" means a person's true, fixed and permanent home and place of habitation. It is the place where he/she intends to remain and to which he/she expects to return when he/she leaves without intending to establish a new domicile elsewhere. In addition, State Board Rule R7-1-304. Domicile: Definitions: Requirements: Evidence: Classifications: Review provides the following factors that may be used in determining a student's domicile.

A. Income tax return
B. Voter registration
C. Automobile registration
D. Driver's license
E. Place of graduation from high school
F. Source of financial support
G. Dependency as indicated on federal income tax return
H. Ownership of real property
I. Notarized statement of landlord or employer
J. Bank accounts
K. Other relevant information

A student may be eligible for several limited exceptions to the one year residency requirement if one of the following is met:

1. The student's parents domicile is in this state and the parent is entitled to claim the student as an exemption for state and federal tax purposes.

2. The student is an employee of an employer which transferred him/her to this state for employment purposes or he/she is the spouse of such employee.

3. The student is a dependent of parents who are permanent residents of Arizona.

4. The student is a member of the U.S. Armed Forces or is a spouse or dependent of a member of the U.S. Armed Forces stationed in Arizona.

5. The student is a member of a Native American tribe whose reservation land lies partially in Arizona and another state and is a resident of such a reservation.

BOARD BRIEF

NATIONAL EDUCATIONAL DATA COLLECTION

THE INTEGRATED POSTSECONDARY DATA SYSTEM (IPEDS)

Understanding how colleges and universities compare to one another is critical to measuring academic quality and improving the caliber of our higher education institutions. The United States Department of Education, National Center for Education Statistics (NCES), is directed by federal law to collect statistics relating to the "condition of education." As part of this effort the Center analyzes and reports the meaning of these statistics, and assists states and local education agencies in improving their education information systems.

The Integrated Postsecondary Data System (IPEDS) is the core of the postsecondary education data collection and serves as the only single, comprehensive system to include all postsecondary institutions and educational organizations. The IPEDS system compiles information from over 12,000 postsecondary data providers. It is built around a series of interrelated surveys, which collect institution-level data in areas such as student enrollment, program completion, faculty/staff and financing.

NCES works with state-level higher education organizations on a voluntary basis to coordinate the collection and reporting of IPEDS data. There is no statutory requirement that states collect this information and there is no direct financial compensation for the organizational time or expenses that are required. State IPEDS coordinators typically are information managers responsible for collecting data from their public universities and colleges. In Arizona, the data collected is handled by the Arizona Board of Regents.

There is, however a substantial self-interest for states to participate in the data coordination. It can be damaging to state agencies, institutions, and the federal government to have unexplained discrepancies in data reported on higher education, and state data coordinators can ensure greater accuracy in reported state and federal data.

The IPEDS surveys provide the data for analyzing and reporting such things as:

- trends in enrollment
- degree completion by sex and race/ethnicity
- patterns of expenditures and revenues by institution
- patterns of student costs
- patterns of faculty composition and salaries
- types and numbers of institutions

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The data is used by NCES to generate annual reports on the condition of postsecondary education, statistical digests and for other comparative analyses. Federal program staff use IPEDS survey data to analyze policy issues affecting financial aid programs. Policy makers at the state level use IPEDS data for planning purposes and cost comparisons. Government commissions have used the data to monitor compliance with federal legislation and to examine educational programs.

The State Board office handles requests for IPEDS information from federal and state agencies, education associations, individual institutions, the media and the general public. The requests cover a wide range of areas, including educational issues, topics of public concern, institutional research, academic research, policy analysis and planning at state and regional levels.